



USAID
FROM THE AMERICAN PEOPLE

Room to Learn South Sudan

FY 2015 QUARTER I PROGRESS REPORT

(1 OCTOBER–31 DECEMBER 2014)

Award No: AID-668-A-13-00002

Prepared for: Ms. Jane Namadi, AOR
United States Agency for International Development/South Sudan
C/O American Embassy
Juba, South Sudan

Prepared by:



Winrock International
2101 Riverfront Drive
Little Rock, Arkansas 72202

The authors' views expressed in this report do not necessarily reflect the views of the United States Agency for International Development or the United States Government

Table of Contents

Acronyms and Abbreviations.....	3
I. ROOM TO LEARN SOUTH SUDAN EXECUTIVE SUMMARY.....	4
• Qualitative Impact.....	4
• Quantitative Impact.....	5
• Project Administration.....	5
• Subsequent Quarter's Work Plan.....	6
II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT).....	8
• Lessons Learned.....	14
III. PROGRAM PROGRESS (QUANTITATIVE IMPACT).....	14
IV. PERFORMANCE MONITORING.....	15
Performance Monitoring Plan (PMP).....	15
Baseline Study Design.....	15
Data Collection Tools.....	15
V. PROGRESS ON LINKS TO OTHER USAID PROGRAMS.....	15
VI. PROGRESS ON LINKS WITH GOSS AGENCIES.....	16
VII. PROGRESS ON USAID FORWARD.....	19
VIII. SUSTAINABILITY AND EXIT STRATEGY.....	19
IX. SUBSEQUENT QUARTER'S WORK PLAN.....	19
X. FINANCIAL INFORMATION (shared with USAID only).....	24
XI. PROJECT ADMINISTRATION.....	24
• Constraints and Critical Issues.....	24
• Personnel.....	24
• Changes in the Project.....	25
• Cooperative Agreement Modifications and Amendments.....	25
Annex I: Schedule of Future Events.....	26

Acronyms and Abbreviations

AES	Alternative Education System
ALP	Accelerated Learning Program
AOR	Agreement Officer's Representative
BRIDGE	Building Responsibility for Delivery of Government Services
CAA	Community Asset Appraisal
CES	Central Equatoria State
CGS	Community Girls Schools
DAP	Digital Audio Player
DFID	(United Kingdom's) Department for International Development
DRR	Disaster Risk Reduction
EES	Eastern Equatoria State
EiE	Education in Emergencies
EMIS	Education Management Information System
FHI 360	Family Health International
GESS	Girls' Education South Sudan
GOSS	Government of South Sudan
GPE	Global Partnership for Education
HR	Human Resources
IMED	Improved Management of Education Delivery
IVR	Interactive Voice Response
M&E	Monitoring and Evaluation
MNO	Mobile Network Operator
MoEST	Ministry of Education, Science and Technology
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
OAA	Office of Acquisition & Assistance
PEP	Pastoralist Education Program
Plan	Plan International USA
PMP	Performance Monitoring Plan
PTA	Parent Teacher Association
RFA	Requests for Application
RtL	Room to Learn South Sudan project
SIM	'Subscriber Identity Module' card
SDP	School Development Plan
SIL	Summer Institute of Linguistics
SMC	School Management Committee
SMoE	State Ministry of Education
SMS	Short message service
SoW	Scope of Work
SSI	Safer Schools Index
SSTEP	South Sudan Teacher Education Program
TOR	Terms of Reference
UI	User Interface
USAID	United States Agency for International Development
WBeG	Western Bahr el Ghazal State
YTTC	Yei Teacher Training College

I. ROOM TO LEARN SOUTH SUDAN EXECUTIVE SUMMARY

- **Qualitative Impact**

The focus of the Room to Learn South Sudan (RtL) program's work during the quarter was laying the groundwork for entry into school communities with appropriate consultations, methodologies, staff capacities, and tools. During this reporting period, Room to Learn South Sudan (RtL) received the United States Agency for International Development's (USAID) approval of the remainder of activities within the seven-month work plan covering the period June 1–December 31, 2014. As part of the documentation for this approval, RtL provided USAID RtL's approach to the determination of the Safer School Index (SSI), and the community entry process guide.

RtL also submitted the annual progress report on Program Year I activities. On October 30, per USAID's request, RtL submitted Goal 1 and Goal 3 targets as well as the Life of Project targets. Targets—particularly for FY'16 and beyond—will need to be adjusted after the baseline, and annually. In November, RtL submitted to USAID for review and approval a thirteen-month work plan covering the period December 1, 2014–December 31, 2015, along with the Performance Monitoring Plan (PMP). The work plan detailed the program's planned phased expansion in 2015 to new states and new counties. It also describes the core education services activities that will be provided to school communities starting in 2015. Based on the feedback received from USAID on the PMP, RtL submitted a revised version of PMP on December 12, 2014. USAID provided partial approval of the PMP on December 29, 2014.

In order to have a school accessible to RtL program staff and USAID for validating approaches and showcasing RtL's work, RtL proposed to USAID the selection of a school in Juba to serve as a Room to Learn demonstration school. With USAID's support, the RtL team proceeded with the process of identifying suitable locations, conducting consultations with local authorities and then visiting three proposed schools. The team short-listed two schools and expects to come to a decision in collaboration with the State Ministry of Education (SMoE) early in 2015.

Prior to the end of the previous quarter, RtL submitted to USAID for approval the template of the Memorandum of Understanding (MOU) that RtL intends to sign with the State Ministry of Education in each state where RtL will operate. A critical step in establishing a working relationship with government officials at the state and sub-state level, the MOU template was approved by USAID in November with specific modifications required by USAID's legal office. RtL teams secured the signing of the MOUs with the the SMoEs in Central Equatoria, Eastern Equatoria and Western Bahr el Ghazal by mid-December, paving the way for the County Teams and trained enumerators to enter communities and collect baseline data while conducting the Community Asset Appraisal (CAA), the school self-assessment, and the development or updating of School Development Plans (SDP) that will form the basis for demand-driven grants to school communities.

During this period, the Community Mobilization Team and Juba Team Leader also met with the Director Generals of the State Ministries of Education, Science and Technology (MoEST) in Eastern Equatoria (EES), Central Equatoria (CES), and Western Bahr el Ghazal (WBeG) states to present to the ministry officials the recently approved MOU. In December meetings with the Director Generals, they were provided letters of introduction to present to their respective county authorities to explain the RtL program. The letters contained the criteria for county level authorities to use when selecting schools to participate in RtL program.

- **Quantitative Impact**

RtL does not have any quantitative impacts to report for this reporting period.

- **Project Administration**

The new RtL Project Director Erik Bentzen met Ministry of Education officials at an introduction meeting on October 3, 2014 with the Director for Development Partners. This meeting was followed by a presentation of the RtL program by the Project Director to the Deputy Minister and MoEST Director Generals.

The Director of Security and Operations conducted site visits to the field offices in Wau, Kwajok, and Aweil in October. The purpose of the trip was to assess the project assets for disposition and closeout of compounds that RtL had inherited from the BRIDGE project. In November, he flew to Kapoeta South to assess the security situation, project office, hotels and other resources in that county.

To provide technical support to RtL field team during the preparation of the annual report and Year II work plan, Winrock home office RtL team Martha Saldinger, Senior Program Officer and Kate Torre, Senior Program Associate travelled to Juba in late October. FHI 360's home office Technical Advisor Dr. Joan Sullivan-Owomoyela and Senior Technical Advisor Dr. Mark Ginsburg also visited South Sudan this quarter to provide short term technical assistance to the project. Home office staff worked closely with the RtL team in the field throughout this quarter to insure that the project received the necessary technical input and support.

There were two important staff resignations, including the Key Personnel position of Director of Education and the Teacher Development Specialist. FHI 360 began recruitment for these positions. Winrock also recruited for the position of Development, Outreach and Coordination Coordinator. The initial screening and interviews resulted in two possible candidates, but Winrock decided to repost a modified position for a Communications Outreach Manager who could function at a more strategic level for the program. Hiring decisions for all three vacancies are expected to be taken early next quarter. FHI 360 is in the final stages of filling the vacancies of the M&E officer and the Administrative and Logistics Officer.

Winrock hired local technical and operational staff. Positions filled during this reporting period included the IT Officer and the Administrative Assistant. Winrock, FHI 360, and Plan continued efforts to harmonize benefits and policies so as to build a more cohesive team and avoid confusion.

One of RtL's vehicles was carjacked in October 2014 and has not been recovered. Between November 24 and 28, Winrock organized a five-day motorcycle training conducted by ABC Driving School in Juba. Nine county team members and three support staff received the training on driving and safety measures. A three-day specialized training in Juba was provided by TOR International for Winrock drivers December 12-14. The training covered defensive driving, basic recovery and winching, and security awareness sessions.

The project office was closed six business days over the holidays from December 22 to January 2.

- **Subsequent Quarter's Work Plan**

In the coming quarter, RtL intends to finalize school community selection in CES, EES and WBeG, and conduct the baseline assessment. RtL is also planning to identify the demonstration school in Juba out of the two finalists. RtL will conduct cohort II and III rapid assessments. Following community entry, RtL will launch the Education through Community Empowerment Grants (ECEG) and core education services grants. RtL will continue to conduct research on pastoralist education and begin the programs baseline assessment. RtL will continue to collaborate MOEST.

Following the signing of the MOUs with the state ministries, RtL County Teams with the support of the Juba-based team will consult with the county, payam and boma authorities and decide on the schools that RtL will enter. Trained enumerators will be recruited. They will enter communities and collect baseline data while conducting the community asset appraisal, the school self-assessment, and the development or updating of School Development Plans that will form the basis for demand-driven grants to school communities. Data collection will be done on a rolling basis. A set of indicators from which the Safer Schools Index (SSI) will be measured will constitute a portion of those indicators and results will be disseminated to RtL county and hub team members. Once the SSI indicators have been selected, the RtL staff will finalize a set of indicators to be collected during future baseline assessments. During the entry process, emergency preparedness team will, in collaboration with the county teams, assist the school community to identify and incorporate emergency preparedness activities into SDPS for the target schools. School communities will be encouraged to identify four individuals who will be focal local representatives for emergency preparedness for each targeted school community.

RtL teams will conduct rapid assessment field trips to Cohort II and Cohort III states and counties, to understand the context and root causes of conflict, and assess the security situation. RtL will begin the recruitment process for new staff, and start identifying potential office space. Prior to deployment, all of the new staff will attend a Juba-based orientation to assist them to better understand the program objectives, tools, and proposed activities. Orientation training will also incorporate conflict sensitivity and "Do No Harm" principles, as well as gender and social inclusion strategies and project policies.

RtL will identify a school in Juba to serve as a demonstration site and model for RtL activities and seek approval from the MoEST for its selection. Once a school is identified, RtL community mobilization team members will work with the payam and school authorities to set a date to conduct the RtL community entry process and will agree on a list of participants. The RtL team will assist the school community in

preparing or updating the School Development Plan and will establish the School Community Monitoring Committee. RtL will facilitate the selection of a suitable phase I ECEG (Education through Community Empowerment Grant), which will be made in kind to the school community. The first grant agreement will be signed with the community. RtL will also sign the first Supplementary Material Package core education services grant with the school community. Before the end of the next quarter, the school will receive the items agreed on in the above mentioned agreements.

RtL will award a number of ECEG small community grants in the coming quarter to Juba demonstration school and the schools of Cohort I in Yei, Kapoeta South, Magwi, Nimule, Wau and Bagari. Implementation will start during this quarter, too. Close out of these grants is expected before June 2015.

In addition to the ECEG small community grants, RtL will also provide core education service grants to provide supplementary material packages, develop master trainers, and develop PTA Training. Initial supplementary material package grants will consist of a pocket library, books, a cupboard, shelves, plywood boards for learners, and flashboards and chalk for teachers. Following the supply of these packages, RtL will provide training to school community on the proper management of the material provided.

RtL will finalize a grant to Yei Teacher Training College (YTTC) to provide master trainers who will conduct two training courses: Basic Classroom Management and School Leadership training to school community members and payam education officials. RtL hopes to receive USAID approval and award the grant to YTTC during the next quarter. RtL will also complete the 2015 Teacher/Head Teacher Training Intervention package.

Furthermore, RtL will submit the PTA training Request for Applications (RFA) to USAID for review and approval. Subject to receiving the approval, a number of reputable NGOs will be invited to submit applications. RtL hopes to award a number of grants to NGOs to conduct the training before the end of the next quarter.

In collaboration with ACROSS, RtL will develop Digital Audio Players (DAPs), which will contain: awareness raising messages on peace building, gender, life skills, psychosocial and emergency preparedness. DAPs will also contain literacy lessons for pastoralist learners and teachers, and selected teacher development content in the form of audio libraries. RtL will provide a grant for developing and using these materials to implementing a literacy program in 45 cattle camps in RtL areas of operation. ACROSS submitted a concept note and a draft budget. The grant is expected to start early next quarter, subject to USAID's approval.

FHI 360 also intends to award a grant to Forcier Consultancy to conduct the research which will enhance RtL understanding of pastoralist life styles, assist in efforts to increase access to these programs, and inform the development of the PEP Literacy material. The research findings will also inform the development of supplementary literacy materials. The PEP literature review and the draft frame work for PEP scope and sequence are completed. The scope of work is developed and the award is expected to be signed during the coming quarter, subject to USAID's approval.

The Monitoring and Evaluation team will submit the baseline study materials to USAID for approval. Interview guides (head teacher, teacher, and PTA community member) will be converted using Qualtrics to enable data collection/transmission using tablets. The enumerators and county teams training plan and material will be prepared and provided. Training will enable them to conduct the baseline study data collection (and summary presentation of findings) as part of community entry.

Despite increased stability in the region, there is still a likelihood that relevant Mobile Network Operator (MNO) rules and regulations may change throughout the duration of the project (especially due to the frequent changes in network roaming agreements), suggesting some uncertainty in setting up long-term Short Message Service (SMS) and Interactive Voice Response (IVR) connectivity solutions. Souktel will address this by conducting frequent connectivity tests throughout the pilot stage of implementation, and conducting regular spot-checks throughout the remaining duration of the project. Souktel will carry out live testing of SMS and IVR components with in country staff; specifically to confirm Zain SMS connectivity and cross-network IVR connectivity. The final use cases and user data fields will be confirm, pending receipt of full details from RtL staff. Souktel will train RtL in-country staff in the creation and use of the general mailing list template in preparation for community-level data entry. A comprehensive system training will be conducted with key RtL leadership and staff, in advance of full service launch.

Collaboration with MoEST is expected to continue in the next quarter. The TOR of the Technical Task Force Committee was finalized during the quarter. It will be shared with the ministry and the committee members will be assigned. RtL will collaborate with the ministry and SIL to select literacy supplementary readers and will also work with the ministry and Global Partnership for Education (GPE) in terms of the literacy assessment tools and the selection of supplementary material.

II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT)

SSI Process and End of 2014 Work Plan RtL and USAID met a number of times in the last quarter to come to agreement and a mutual understanding of the purpose and plans to develop the Safer Schools Index (SSI). This common understanding was needed prior to receiving USAID's approval on the work plan of the period ending on December 31, 2014.

RtL formulated and shared a plan with USAID on how to proceed with the phased community entry and baseline data collection. The plan explained the relation between the baseline data collection, community entry, and selection of the indicators that will be used in the SSI. It also provided a timeline for the data collection and analysis.

Following the submission of the plan, in early October the RtL team presented to USAID the major dimensions of the SSI:

- Physically safe and healthy school/learning space and surroundings
- Psychosocially positive and child/learner-friendly school or learning environment
- Emergency preparedness

In 2015, RtL will conduct a workshop with the MoEST, USAID, and education partners to share the findings from the pilot community entry and baseline data analysis that will determine which of the baseline data points will constitute the SSI.

The two parties agreed to move forward with the community entry and baseline assessment. Once specific communities have been selected, RtL enumerators will gather baseline data. This will be done on a rolling basis, as data gathering cannot precede community selection. A set of indicators from which the Safer Schools Index (SSI) will be measured will constitute a portion of those indicators and results will be disseminated to RtL county and hub team members. Once the SSI indicators have been selected, which is anticipated to occur in a workshop after the first two months of community entry during this quarter, the RtL staff will finalize a set of indicators to be collected during future baseline assessments.

Juba Demonstration School The volatile security situation provides a major challenge for USG staff to travel in South Sudan outside of Juba. Furthermore, senior technical staff are based in Juba. RtL proposed selecting a school within Juba County that meets the RtL school selection criteria and that could serve as a demonstration school. The school will receive RtL interventions and will serve as a venue for advocacy and special events. Also, the activities implemented in the school will offer on-the-job training for the county teams who will implement similar activities in their own areas. On November 4, a team of five RtL members conducted informal consultations with the local education authority to identify a school within Juba Municipality to serve as the RtL demonstration school. The team visited Munuki, Juba and Kator Town Blocks. Three schools were proposed. The team visited the schools and short-listed two of them. RtL expects to select the demonstration school early in 2015.

The SSTEP Container Books As part of the South Sudan Teacher Education Program (SSTEP) close out, RtL received a container full of books and supplementary readers. In November, three county teams from Magwi, Nimule and Yei traveled to Juba and spent more than seven work days sorting the books and categorizing them based on criteria prepared by RtL. The teams categorized more than 70,000 books for distribution to RtL target schools including formal primary as well as secondary schools and teacher training institutes. The books were re-packaged in 25 boxes to cover the 25 counties under RtL's geographic focus.

The books are an integral part of the first teacher and head teacher training, which will focus on 'Instructional Materials Management, Care and Use', and will be distributed at that time. The majority of the books are literacy supplementary readers, so to facilitate appropriate handling and utilization at class level, RtL has designed a Pocket Library to accommodate class level supplementary readers. The Pocket Library will also serve as the class library. Lockable storage units for the books will be given to the schools through the RtL grant component.

PTA Training Guide Outline Drawing upon information gathered from the draft School Governance Policy and South Sudan Minimum Standards for Education in Emergencies, the RtL Education Team drafted the PTA training guide outline. This first intervention focuses on: 1) PTA roles and responsibilities; 2) PTA sub-committees' roles and responsibilities; and 3) understanding and promoting safer schools. The intervention is aimed at ensuring newly formed and re-invigorated PTAs understand their roles and responsibilities vis-à-vis the school (head teacher) and school management committee

Winrock International Room to Learn South Sudan FY 2015, Q1 Progress Report 9

(SMC), if one exists at the school. Additionally, the training will introduce PTA members to the concept of a 'safer school' and identify activities they may undertake to ensure the school is physically safe and student and teachers' wellbeing (psychosocial support) is addressed. Inputs from county teams, Emergency Preparedness and Gender and Social Inclusion have been incorporated into the training materials.

PTA Training Scope of Work The initial SoW was drafted in September and developed into a Request for Applications (RFA) for advertisement for USAID's approval. Key tasks under the SoW include:

- Participate in RtL master trainers' workshop (3 days) to ensure adequate understanding of the PTA training materials.
- Plan a three-day training to build the capacity of PTAs in understanding their roles and responsibilities.
- Develop training program curriculum based on training outline provided by RtL.
- Organize the logistics of the training program, including procurement of training materials.
- Conduct the three-day training to [48] clusters of PTAs.
- Evaluate the training sessions and participants' learning, using RtL-provided instruments, and provide documentation to RtL.

Drafting of Teacher/Head Teacher Training Material Material development for the education personnel (primary and Alternative Education System or "AES") master trainers' workshop was initiated during this quarter, with completion expected by February 2015. The materials will focus on teaching reading in English. Training materials will include an introduction to RtL, an introduction to how to facilitate children's learning to read (e.g., using explicit and systematic instruction, child-centered pedagogy), and how children learn to read. Major components of the training will include the following: oral language development in English; phonemic awareness; phonics; fluency; vocabulary; comprehension; and writing. Throughout the training, teachers will repeatedly practice a few important teaching techniques, including "I do, We do, You do," "think-pair-share" and basic assessments. The training will also include sessions for participants to practice teaching and reflection.

Submission of RTL GOAL 1 and GOAL 3 Targets to USAID On October 30, RtL submitted Goal 1 and Goal 3 targets as well as the Life of Project targets. Targets—particularly for FY'16 and beyond—will need to be adjusted after our baseline, and annually. For the Goal One Standard Indicator USAID 3.2.1-27 "Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text" the Life of Project target is a gain of 2 points above baseline. As there was no baseline data on this indicator, the target was expressed as a point gain rather than a specific proportion.

Submission of the PMP RtL submitted the PMP to USAID for review and approval in November 2014. Following initial feedback RtL submitted a revised version on December 12, 2014 and received partial approval on December 29.

Year II Work Plan and First Annual Report On November 21, 2015, RtL submitted to USAID for review and approval a work plan covering the period from December 1, 2014 to December 31, 2015. The work plan covered the phases of geographic expansion and the estimated number of schools and learning spaces that will be reached by RtL by the end of 2015. Feedback was received from USAID on December 31, and RtL planned to respond in January.

Finalization of the Scope of Work of the PEP Education Research Under Component I, RtL will work in collaboration with MoEST to expand the Pastoralist Education Program (PEP) to increase access and improve quality of educational opportunities. The study will generate information, which will be used to: 1) scale up the PEP program activities to increase access for pastoralist children and youth; 2) develop and provide culturally relevant supplementary readers, which integrate and strengthen peace building, conflict mitigation, and skills for life with the aim to increase reading outcomes among PEP learners; and 3) pilot innovations which enhance the relevancy of the PEP curriculum and improve teacher development. The study examines five questions:

1. How do the traditional pastoralist community lifestyle, culture and social organization influence group attitudes and perceptions and interactions with various types of educational systems (PEP, formal education)?
2. What are the specific patterns and habits of members of the pastoralist community, specifically target beneficiaries of education programs? How is time spent, i.e., how can educational activities be included vis-à-vis other obligations and duties? What resources are available to these individuals within the community and within the household?
3. How do learners engage with PEP? What resources are available to them within the classroom and outside of the classroom? What elements are influences can be categorized promoters or detractors?
4. What are the keys to success and challenges faced by teachers and facilitators? What resources are available to them? What additional resources are needed? How effective is the structure of PEP in terms of recruitment, staffing, training, continuous professional development, resource provision (learning materials and life support), remuneration and supervisory support?
5. What role does traditional structures and influences play in the promotion/detraction from educational programs in general and PEP in particular? What is the role of PTAs/SMCs and other support structures? How can traditional gatekeepers of inherited practices (including parents and community leaders) become promoters and facilitators of educational programs?

Finalization of the Scope of Work of the PEP Scope and Sequence in Four National Local Languages As part of RtL's work with MoEST and PEP, RtL will develop culturally and linguistically relevant PEP supplementary literacy materials and methodology for teachers and students to use them. A SoW was developed to assist with the population of the PEP Scope and Sequence Framework in four South Sudan national languages (Dinka, Nuer, Bari and Toposa), which will guide the development of the PEP supplementary language materials.

Support to complete the PEP scope and sequence is required in two key areas: language analysis, which focuses on letter frequencies to determine order of introduction of letters/words and suggestions for connected text, and technical support to lead a workshop to populate scope and sequence and literacy Winrock International Room to Learn South Sudan FY 2015, Q1 Progress Report 11

competencies guidelines in four national languages. The deliverables include a PEP scope and sequence frameworks populated in four national languages: Dinka, Nuer, Bari and Toposa. This includes:

- Scope and sequence and literacy competencies for Term 1 Level 1
- Scope and sequence and literacy competencies for Term 2 Level 1
- Scope and sequence and literacy competencies for Term 3 Level 1
- Scope and sequence and literacy competencies for Term 1 Level 2
- Scope and sequence and literacy competencies for Term 2 Level 2
- Scope and sequence and literacy competencies for Term 3 Level 2
- Suggested list of materials (specifying type, format and justification for choices) for Level 1
- Suggested list of materials (specifying type, format and justification for choices) for Level 2

RtL will provide technical oversight to this activity to ensure class level appropriateness of the content and scope and sequence and competencies are harmonized with core curriculum expectations for AES learners who transition to formal primary school. Additionally, a report will be produced which identifies areas of similarities and differences across the four languages and provides suggestions for instructional strategies, which may be used for multi-lingual classrooms.

Cooperation with ACROSS to Finalize the Pastoralist Education Grant Application In the previous quarter, ACROSS submitted a concept note to reach approximately 3,500 children in 45 cattle camps from three pastoralist communities. The project is expected to assist those children to read at a PI level and receive training on peace building and life skills. The application covers the development of literacy lessons and peacebuilding and life skills messages in Bari, Dinka and Toposa, recording them on DAPs, and distributing them to the children in the three pastoralist communities. During this reporting period, the scope of work was refined and RtL held discussions with ACROSS to remove the tool that will be used for the literacy baseline assessment, in response to USAID's request to postpone this work. MOEST is expected to arrive to a decision on the tool used for literacy assessment in February 2015, with the assistance of GPE. RtL will submit this grant to USAID for approval early next quarter.

Preparation of the Request for Applications for the PTA Training RtL Grants and Education teams completed the RFA of the Parent Teacher Association (PTA) training grant. PTA training is part of the core education services package for school communities. The grant will cover the cost of training 1,450 PTA executive members and 16 Assistant Payam Supervisors in charge of school inspection. The training will focus on the roles and responsibilities of PTAs. To ensure gender equity, trainings will target at least two women from PTA executives. The selected NGOs will be oriented on the PTA manuals, RTL grants policy and monitoring and evaluation requirements in early March 2015. PTA trainings commence in late March – September 2015. The RFA will be submitted to USAID for approval early next quarter.

Preparation of the Scope of Work of the YEI TTC for the Master Trainers Grant RtL approached Yei Teacher Training College to provide assistance to master trainers who will provide the core education capacity building activities. The scope of work is finalized and will be submitted to USAID for approval in the next quarter. The first training is scheduled to be conducted by April 2015.

In previous quarters, **Souktel's** key achievements included finalization of platform connectivity setup and testing, in addition to the delivery of remote system demos to RtL leadership in Juba and the US. Discussions with in-country staff on initial ideas for pilot system usage were also carried out at that time and subsequent meetings were held to discuss platform enhancements and requests from RtL staff for new platform features.

The first enhancement to the platform, completed during the reporting period, included finalizing the different data fields and the various options that apply to each field. This enhancement will enable RtL to send more targeted content to beneficiaries—for example, delivery of content to all teachers in a specific state/county, or to all female community leaders, asking them about school-based gender issues. In addition, customizing the user data fields will also help ensure more nuanced collection of survey data. RtL staff will be able to disaggregate the data based on sex, location, roles in the community, and other criteria. For example, data received from an aggregate sample of teachers can be disaggregated by teacher location, sex, or other key criteria.

The second enhancement request, which has not yet been finalized, is to create multiple phrases/symbols that can count as a “Yes”/“No” response on survey questions. Through demos with in-country staff in FY14 Q4, it became apparent that some users were confused when asked to complete certain surveys, specifically when multiple choice questions were part of the survey tree. As a result, Souktel and RtL staff discussed strategies to ensure that the survey language/SMS commands are more accessible and user-friendly for lower-literacy communities. By enabling users to submit symbols instead of the words “yes” or “no”, margins of error can ideally be reduced, and survey participation can increase. Souktel is ready to develop and test this request, and has created templates for the necessary code. Souktel still needs exact specifics from the in-country team, as well as approval from USAID to continue work on the platform, in order to finalize specifications, develop the component, and test it comprehensively. In addition to the specifics needed to address the technical enhancements to the platform, on the ground collaboration between RtL and Souktel staff is needed to fully elaborate a strategy for programmatic content and target groups so staff are fully aware of and trained in the potential uses of all the system components and their potential for integration into various aspects of RtL programming.

As mentioned, SMS connectivity has been completed on MTN, Vivacell, and Zain networks with dedicated RtL access numbers established on all three. Following completion of connectivity, Souktel completed multiple rounds of internal testing to ensure that all components – including outgoing messages, incoming messages, and survey and group functions – were working error free. Testing was done by sending sample messages between in-country testers' mobile phones and the live RtL platform to ensure message delivery. To support the testing process, Souktel worked through its network of regionally-based Souktel associates experienced in Quality Assurance procedures for the Souktel platform. During the testing phase, Souktel's testers reported that MTN and Vivacell hosting was consistently working, while Zain experienced periods of instability (meaning that there were periodic problems with message delivery on the Zain network).

After ongoing discussions with Zain technical staff, Souktel designed a number of connectivity solutions for Zain, pending final decisions on the size of the target audience for use of the Zain network. Souktel will advise the RtL team on the best connectivity solutions following in-country content-design consultations with the RtL team and development of a complete strategy for platform usage with RtL populations. We look forward to sharing details of this strategy for use and roll-out with USAID following the on the ground consultations between RtL and Souktel staff.

Conducting the OCAT on UNIDO. During this reporting period, RtL Grants Capacity Development Specialist finalized the simplified OCAT and conducted the baseline institutional capacity assessment for UNIDO. Due to the conflict in Unity State, UNIDO is shifting its geographic focus to Central and Eastern Equatoria. UNIDO will not expand to Bahr el Ghazal region because of the political situation bearing in mind that the organization was originally an initiative from Upper Nile.

The “Do No Harm Training” The one-day conflict sensitivity training provided USAID implementing partners and civil society organizations with tools to help them to mitigate conflict that may occur when conducting their respective activities. The training included, among other things, an overview of “Do No Harm” as well as definitions of conflict sensitivity. The trainers stressed the importance of understanding the context of “Do No Harm” while maximizing the positive and minimizing the negative impacts of conflict. How to apply conflict sensitivity to work in the field was also addressed. USAID expects to provide implementing agencies operating in South Sudan with a more thorough and comprehensive “Do No Harm/Conflict Sensitivity Training at some point in the near future. The training was conducted on November 14, 2014. RtL was represented by the Project Director and the Community Mobilization Director.

- **Lessons Learned**

Communications with other stakeholders on the ground provide opportunities for collaboration and help avoid duplicating efforts. RtL agreed to postpone activities related to the development of literacy assessments and wait for GPE to come to a decision in collaboration with the MoEST on the tool that will be used by all education partners.

The discussions held during this quarter between RtL and Souktel regarding user data fields, highlighted the importance of collecting comprehensive baseline data on users before their first interaction with the system. This will allow all follow-up outreach to be targeted, and results can be disaggregated by location, age, gender, or other criteria. Although the request itself is relatively straightforward in terms of software development, it became apparent through the discussions that this is perhaps the most critical modification to ensure that the platform is specifically tailored to meet RtL’s needs. Community-level data disaggregation is a key priority for the project overall.

III. PROGRAM PROGRESS (QUANTITATIVE IMPACT)

No quantitative impacts were documented during this quarter.

IV. PERFORMANCE MONITORING

Performance Monitoring Plan (PMP)

The PMP narrative and matrix contains the list of US Foreign Assistance Standard Indicators and a selected set of custom indicators, as well as RtL's strategy for tracking and reporting on these indicators. After receiving USAID feedback on a preliminary draft of the PMP matrix of indicators, RtL submitted a revised version of the PMP narrative and indicator matrix to USAID on December 12, 2014.

Baseline Study Design

RtL has adopted a phased approach for the baseline study, which follows the project's phasing for community entry. The first phase of RtL baseline data collection will begin in late February or March 2015. Data will be collected from interviews with head teachers, teachers, and community members from primary schools PTAs and Alternative Education System (AES) programs in which RtL will be involved. The data collection will require approximately one day to be spent in each school community.

Data Collection Tools

During this past quarter the M&E team developed three baseline study data collection tools. These are the interview protocols to be used with head teachers, teachers, and PTA community members. These tools – along with a description of the study and informed consent forms – were submitted to and approved by FHI 360's Protection of Human Subjects Committee. In January 2015 the materials will be submitted for review to the South Sudan Institutional Review Board for Behavioral and Medical Research. The three baseline study data collection tools will be converted to tablet versions using "Qualtrics" software. By collecting the data using tablets, we will be able to reduce data entry errors. The enumerators will also be able to transmit data to the central unit using Zain local mobile phone internet soon after they are collected in a specific school community. This will enable RtL to receive back summary reports on key measures almost immediately. Enumerators will be able to share the summary findings with the school community during the period of initial community entry, which will help inform the school community when they develop their school development plans.

V. PROGRESS ON LINKS TO OTHER USAID PROGRAMS

The RtL Project Director, the Community Mobilization Director, the Material and Curriculum Development Specialist, and the Gender and Social Inclusion Specialist participated in the EDU Big 4 Meeting (USAID/RtL, DfID/GESS, GPE, EU/IMED). The meeting took place on December 17, 2014 and was organized by USAID. In the morning, each of the projects presented its work plan for 2015, which included detailed information on activities, locations and timelines. The afternoon provided an opportunity for a guided conversation of areas for collaboration and potential areas of overlap. The discussion focused on:

- Work with payam education officers - roles and responsibilities, as well as proposed training.
- Planned work and training with school inspectors.
- Teacher professional development activities planned by other partners and how to coordinate with planned new teacher training activities.

- Planned assessments, including capacity assessments and sharing of results with a focus on possible joint assessments.
- Work on and with school development planning.
- Administration of RtL Community Grants and how this will work with schools already getting Capitation Grants.
- Project-level data – what will be gathered, how to centralize and/or share.
- Planned travel and meetings with MoEST staff and how to coordinate to minimize disruption of Ministry activities.

During the first year of the program, RtL participated in the curriculum review and national languages workshops sponsored by GPE. Separate meetings were conducted with the GPE team to identify areas of collaboration with RtL. Both projects plan to incorporate literacy and numeracy into their activities and will coordinate on sharing and utilizing each other's materials to avoid replication of effort. Communication continues between the two programs in terms of the literacy assessment tools that MoEST will select to be used nation-wide.

RtL continued collaboration with Girls' Education South Sudan (GESS) on several aspects including the School Governance Toolkit and training guides. Furthermore, RtL conducted several meetings with BBC media to discuss coordination in terms of community outreach and mobilization.

A meeting was conducted with SIL in October 2014 to agree on RtL list of supplementary material that needs to be translated to the national languages that the ministry will approve. The supplementary readers were handed over to RtL from SSTEP. RtL also had a courtesy call meeting with the new director of the Improved Management of Education Delivery (IMED) project in December. The Directors exchanged information about scope, strategy, and key activities of the two projects.

As part of the effort to identify the demonstration school in Juba, on November 28, the Central Equatoria State Hub Lead conducted visits to the office of IBIS and had a meeting with the staff of IBIS. The aim of the visit was to find out the existing support being provide to street children in Juba County by IBIS. Four locations for the street children namely Konyokonyo, Juba Town, Kastom, and Gumbo were mentioned. Some children are enrolled in four primary schools in Juba: I boys P/S, Juba Modal P/S, Buluku IA P/S and Maya primary school. IBIS provides school fees and transport to the street children and training to the parents of these children. In addition to IBIS providing school fees to the street children in primary school, IBIS also supports a few children who are enrolled in Vocational Technical School in Juba. The biggest challenge encountered in executing these activities is the large drop-out rate of the street children due to peer pressure and lack of parental care and other burdens faced by the children.

VI. PROGRESS ON LINKS WITH GOSS AGENCIES

During this reporting period, Winrock renewed the NGO Operation Certificate from RRC. The renewal is valid until September 23, 2015. Winrock also received the NGOs Registration Certificate from the Ministry of Justice on October 3 2014.

RtL Project Director was introduced to the Ministry of Education officials including the Director for Development Partners and other Director-Generals at MoEST on October 3. On October 10, the Project Director gave a 20 minute power point presentation on RtL to MoEST Deputy Minister and the Ministry's Director Generals.

RtL participated in a joint sector review on November 4-6. The Deputy Minister of MoEST opened the meeting. During the first day of the meeting, presentations and discussions focused on a brief sector overview; the overall education performance against budget; EMIS reforms including school mapping; the status of capitation grants; and the results of the national examinations. The second day program included a presentation of the MoEST structure from national to school level; the education salary structure and allowances; and a presentation on private schools and national secondary schools. The final day of the meeting covered presentations by the State Ministries on their needs, progress and challenges and a presentation by the Education Cluster on the status of the education emergency support within the nation. The Joint Steering Committee meeting was conducted at MoEST on November 7 with the participation of RtL, GESS, GPE, IMED, USAID, DfID and UNICEF. RtL was represented by the Project Director. The Joint Steering Committee meeting was chaired by the Undersecretary of MoEST and co-chaired by USAID. Each of externally funded projects including RtL provided a brief overview and update of their project status. The presentation by Project Director was well received by the participants.

In November 2014, USAID approved the State Memorandum of Understanding template. By mid-December, RtL had secured the signatures of the SMoEs in Central Equatoria, Eastern Equatoria and Western Bahr el Ghazal. This step paves the way for the county teams and trained enumerators to enter communities in 2015 and collect baseline data while conducting the community asset appraisal, the school self-assessment, and the development or updating of School Development Plans that will form the basis for demand-driven grants to school communities.

RtL has sought extensive MoEST participation in literacy-related activities, including the development of the PEP program work and literacy assessment. The Materials and Curriculum Development Specialist initiated three meetings on literacy assessment with the MoEST Examination Department (which is in charge of national assessment activities) and GPE (which is the mandated partner/project to develop Early Grade Assessment Tool). During November and December, RtL participated in three literacy assessment meetings with MoEST departments of Curriculum Development, Teacher Education, Gender and Social Inclusion, National Languages and the General Education Directorate and development partners GPE, UNICEF, UNESCO and USAID.

On 17 December 2014, RtL participated in a so-called "Big 4" meeting with IMED, GESS and GPE. The meeting was organized by USAID. Each of the four projects made power point presentations on key aspects of their design, strategy, objectives and activities. The meeting was very interactive and it gave the participants a good understanding of areas of complementarity and collaboration among the Big 4

Winrock International Room to Learn South Sudan FY 2015, Q1 Progress Report 17

projects. An important observation from the meeting is that GPE and IMED are well placed to take a leading role at the national MoEST level, supporting policy formulation. GEES and RtL are well positioned to lead coordination at the service delivery level, supporting the state ministries, counties, payams as well as schools and local governance structures in delivering education services. Another important outcome of the meeting was the agreement by all partners that they need to align all educational materials reviews and development with the new curriculum of MoEST.

In December 2014 RtL staff participated in the AES end-of-year Advisory Committee meeting which shared achievements and challenges experienced during 2014 and planned literacy activities for 2015. Two other meetings were held with the AES Directorate and one meeting with the National Languages Department to gather their input for the planned SIL and the Forcier Consultancy scopes of work.

RtL also participated in the following meetings:

1. NGO Forum
2. Community School Technical Work Group. RtL participated in the Community School TWG. The meeting was conducted at MoEST on November 19, 2014. RtL provided input to the Zero draft document on community school approaches.
3. Girls' Education Strategy for South Sudan validation workshop.
4. Gender Thematic Work Group
5. Education Cluster Meetings

In Wau, the county team participated in the following activities:

1. Opening ceremony of an inter-school academic competition organized by the ministry for schools within Wau town.
2. Celebration marking International Peace Day organized jointly by MoEST and UNICEF office in Wau.
3. State level workshop for the review of the Inclusive Education Policy document produced by National Ministry of Education.
4. Career Fair Workshop organized jointly by the State Ministry of Education and the UNICEF national office in Juba. During this two day workshop, RtL presented a paper on General Information about NGOs activities and benefits, along with other selected stakeholders.
5. Quarterly Education Partners workshop for Western Bahr el Ghazal state. RtL seized the opportunity to introduce the project objectives and activities to the attendees of the one-day workshop.

In Eastern Equatoria, the Hub lead participated in the education cluster meeting organized by the State Ministry of Education-Central Equatoria State. The issues discussed were: Information Management Products (IMP) from the National Education Cluster, feedback from partners on how the Conflict Sensitive Education (CSE) package has been utilized, and updates to the SMoE on responsibilities for Education in Emergencies (EiE) at country and state level.

Joint School Inspections The county team in Kapoeta South accompanied the County Education officials consisting of County Director of Education and the Payam School Inspectors of Kapoeta South payam on school inspections. The aim of conducting this joint inspection was to ascertain the general

condition of schools, especially in the areas of: leadership and management, curriculum, teaching quality, care and conduct of pupils, community relationship, and school and community relationship. The report of the joint inspection was shared with the education officials and education partners in the county. In addition, the county team in Kapoeta was able to identify two pastoralist education centers in Kapoeta South County, with four teachers. However, the centers were not operational due to lack of support from the Ministry of Education.

On November 11, 2014, the RtL team in Nimule jointly conducted school visits with the payam education officials. The purpose of the school visits was to ascertain the general status of primary schools in Nimule payam. The findings from the six visited schools shows that the schools have functioning PTA members, have a school development plan, parental support of the school in the form of in-kind and cash transfers. All the Accelerated Learning Program (ALP) centers were closed due to lack of support from the SMoE.

The RtL staff identified common challenges from the visits in Kapoeta and Nimule:

- No school library
- Shortage of teaching and learning spaces
- Inadequate furniture for the learners
- Some schools lack latrine facilities
- Some schools were not fenced
- Inadequate teaching and learning materials
- Inadequate number of teachers in some schools to handle overcrowded classes
- Delay of teacher salaries

VII. PROGRESS ON USAID FORWARD

In the upcoming quarter, RtL will submit the RFA for PTA training to USAID for approval. RtL intends to announce a request for applications and invite reputable NGOs with experience in PTA training to submit applications once approval is received. USAID will participate in the technical review and evaluation of the applications received. The final awardee list will be submitted to USAID with all the supporting documents for review and approval.

In addition, RtL will submit ACROSS and the Yei TTC grant applications to USAID for approval.

VIII. SUSTAINABILITY AND EXIT STRATEGY

RtL has no activities to report for this quarter.

IX. SUBSEQUENT QUARTER'S WORK PLAN

RtL plans to start implementation of activities at the community level in FY15 Q2. Below are the anticipated activities for the quarter January–March, 2015.

- Submit to USAID for review and approval responses to questions raised on RtL 13-month work plan to cover the period from December 1, 2014 through December 31, 2015

- Community entry preparation work:
 - At the payam level, select the learning spaces and schools, and decide on the date of community entry and the number and list of participants and send invitations to stakeholders
 - Select the Juba RtL demonstration school
 - County team training on revised tools and approaches
- Community entry in 32 school communities:
 - Deploy technical team members to mentor county team members
 - Conduct RtL community entry process including the Community Asset Appraisal, baseline assessments, school self-appraisal and updating or creating School Development Plans (SDPs); through these processes assess access, quality, and disaster risks in the school communities and their capacities to respond
 - During community entry process, identify and incorporate emergency preparedness activities into SDPs for the target schools during the quarter
 - Identify four individuals who will be focal local representatives for emergency preparedness for each target school community
- Conduct rapid assessment trips to Terekeka County, Central Equatoria; Northern Bahr el Ghazal; Western Equatoria and Warrap
- Initiate and advance the recruitment process for the new county team staff
- Begin discussions with MoEST to vet states for future RtL entry in cohort 3
- Conduct field assessment related to office space in the new counties and states for cohort 3
- Form payam level Gender Advocacy Groups to include Male Champions and Mother's Representatives during community entry
- In collaboration with Forcier Consultancy, conduct pastoralist education study which will inform development of PEP literacy materials (contingent upon USAID approval)
- Complete the 2015 Teacher/Head Teacher Training Intervention package
- Train Master Trainers to deliver teacher and head teacher trainings
- Develop literacy content for DAPs for use by learners in cattle camp learning centers
- Select NGOs to implement PTA trainings. Provide ToT for PTA trainings
- Finalize PTA training package
- Submit baseline study materials for approval to the South Sudan IRB
- Convert interview guides (head teacher, teacher, and PTA community member) using Qualtrics to enable data collection/transmission using tablets
- Prepare plan and materials for training of enumerators and county team members in conducting baseline study data collection (and summary presentation of findings) as part of community entry
- Conduct training of enumerators and county team members in conducting baseline study data collection (and summary presentation of findings) as part of community entry
- Provide distance-based supervisory guidance and support to enumerators and county teams during the baseline study/community entry process
- Conduct baseline assessment including a range of indicators that may be chosen for the Safer Schools Index

- Identify existing emergency alert systems that may be in place and collect phone numbers of school community members to include in the Early Warning Alert System (EWAS) that will utilize the platform built by Souktel
- Finalization of Souktel strategy for programmatic content and target groups and identify exact use cases for pilot stage; Train RtL in-country staff in creation/use of general mailing list template in preparation for community entry
- Complete Zain SMS connectivity and cross-network IVR connectivity testing/debugging (contingent on USAID approval for work on the platform to continue)
- Live testing of SMS and IVR components with in country staff; specifically to confirm Zain SMS connectivity and cross-network IVR connectivity (contingent on USAID approval for testing on the platform to continue)
- Train RtL in-country staff in creation/use of general mailing list template in preparation for community entry; Comprehensive system training with key RtL staff/leadership; finalize, test and debug new feature development requests (contingent on USAID approval for work and testing on the platform to continue)
- Comprehensive Souktel platform training with key RtL staff/leadership
- Establish RtL Technical Task Force following USAID approval of SOW
- Participate in education networking and coordination meetings with partners (UNESCO, UNICEF/GPE, DFID, & EU) to identify areas of collaboration
- Coordinate with MoEST and GESS to use updated School Development Plan template in RtL schools
- Collaborate with MoEST, GPE, GESS & IMED in the development/adaptation and sharing of training materials and training implementation strategies for Head Teachers
- Submit request for approval to USAID for procurement of 6 vehicles
Submit candidate for Director of Education to USAID for approval
- Ongoing staff recruitment including Teacher Development Specialist and Communications and Outreach Manager
- Motorbike training for FHI360 county staff

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
Community entry preparation including approval of State MoU by USAID	Initial county team training held in September 2014. USAID approval of State MoU provided in November 2014. County teams will receive additional training on revised processes and tools in subsequent quarter	None to report
Signing of MoUs for cohort I states	All state MoUs signed in December 2014	None to report
School/learning space selection for cohort I	Completed in January 2015	Academic year was drawing to a close when State MoUs were signed so work on selection resume in FY15 Q2
Community Entry (accompanied by Juba staff)	Not conducted	Initial Community Entry shifted to FY15 Q2 due to delayed signing of MoUs.

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
Submit PMP, including RtL planned targets of Year 2015 and the subsequent years per the standard and custom indicators	Completed. Initial submission in November 2014, revised submission December 2014. Partial approval of USAID secured December 29, 2014	None to report
Submit GAP to USAID	Planned for FY15 Q2	Tied to targets developed for PMP
Submit 13 month work plan to USAID covering December 1, 2014-December 31, 2015	Submitted in FY15 Q1. Feedback received from USAID on December 31, 2014. Revised work plan submitted with responses on January 26, 2015	None to report
Submit Scope of Work of the RtL Technical Task Force to USAID for approval	Submitted FY15 Q1. Approved by USAID on December 22, 2014	None to report
Establish Task Force	Planned for FY15 Q2	Shifted due to December 2014 holidays
Conduct rapid assessment trips to Terekeka County, Central Equatoria; Northern Bahr el Ghazal; Western Equatoria and Warrap	Not conducted	Based on geographic phasing proposed in YR2 work plan, the timing of these trips were revised to coincide with planned cohort 3 community entry in FY15 Q3
Start the recruitment process for the new county teams	Not conducted	Based on geographic phasing proposed in YR2 work plan, the timing of these trips were revised to coincide with planned cohort 2 and 3 community entry in FY15 Q3
Start the selection of office space in the new counties and states	Not conducted	Based on geographic phasing proposed in YR2 work plan, the timing of these trips were revised to coincide with planned cohort 3 community entry in FY15 Q3
Finalize the recruitment of the Development, Outreach, and Communications Coordinator	Ongoing	First candidate pool reviewed, position revised to Communications and Outreach Manager, second candidate pool to be evaluated in FY15 Q2
Finalize the agreement with Forcier Consultancy to conduct PEP research	SOW and budget agreed and prepared to forward to USAID in FY15 Q2	None to report
Contract and train enumerators to conduct the baseline assessments	Not conducted	Postponed to coincide with community entry in February 2015 onwards
Prepare a minimum of one RFA to cover the preparation and provision of core education activities	Completed in during quarter. Shared with USAID for approval in FY15 Q2	None to report

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
Review SSTEP English literacy materials for gender, cultural and conflict-sensitivities, to be used in RtL targeted schools	Completed in November 2014	None to report
Sign contract with Mango Tree to review literacy materials and draft scope and sequence template for Pastoral Education Program (PEP) supplementary literacy materials; create template and conduct Scope and Sequence workshop for populating the template	FHI360 executed agreement with Mango Tree in December 2014	None to report
Develop instructional materials management trainer's guide	Under development	The resignations of the Director of Education and Teacher Development Specialist impacted the proposed schedule of development
Conduct a workshop to develop strategies for capacity development of teachers in formal, Accelerated Learning Program (ALP), and Community Girls Schools (CGS) based on identified needs from GESS teachers' surveys and other teacher studies	Cancelled	None to report
Recruit and hire one Emergency Preparedness Officer who will be based in Wau	Shifted to FY15 Q2	Scheduled to coincide with community entry in FY15 Q2.
Attend Eastern Mennonite University Strategies for Trauma Awareness and Resilience Training	Attended in October 2014	None to report
Participate in conducting a mapping of existing community-based mechanisms, local NGOs, International NGOs and government offices that could offer child protection and psychosocial support (CP& PSS)	The scope is changed to a questionnaire that will be advertised through Gurtong; work on the first draft of the questionnaire has started	It was expected to be undertaken during the community entry process and is shifted to FY15 Q2
Finalize recruitment of consultant to carry out	ToR was completed and posted in ReliefWeb.com and Plan website;	Under evaluation

Planned Activities from Previous Quarter	Actual Status this Quarter	Explanations for Deviations
development of education in emergencies training manual	applications were received and recruitment was planned to be completed in the next quarter but is currently under reevaluation	
Complete Zain SMS connectivity and cross-network IVR connectivity testing/debugging	Multiple connectivity solutions for Zain designed in FY15 Q1. Completion proposed in FY15 Q2 pending USAID approval	Connectivity solution tied to roll-out and target population size to be determined in collaboration with RtL field team during site visit schedule for FY15 Q2
Finalize user data fields; train RtL in-country staff in creation/use of general mailing list template in preparation for community entry	Discussions on data fields held and initial training conducted in FY14 Q4-FY15 Q1	Tied to development of use case strategy and linkage to programmatic needs to be determined in collaboration with RtL field team during site visit scheduled for FY15 Q2
Provide ongoing system demos with RtL leadership to finalize and implement any User Interface enhancements, and to determine exact use cases for pilot stage	Initial demos conducted in FY14 Q4. Future demos tied to use case strategy	Tied to development of use case strategy and linkage to programmatic needs to be determined in collaboration with RtL field team during site visit scheduled for FY15 Q2
Provide comprehensive system training with key RtL staff/leadership	Postponed	Tied to development of use case strategy and linkage to programmatic needs to be determined in collaboration with RtL field team during site visit schedule for FY15 Q2
Identify school in Juba to serve demonstrate site for RtL activities and seek approval of selection from the MoEST	Selected two finalist sites in FY15 Q1	Consultations with MoEST carried over into FY15 Q2 regarding final site selection

X. FINANCIAL INFORMATION (shared with USAID only)

XI. PROJECT ADMINISTRATION

• Constraints and Critical Issues

The security situation in South Sudan continues to be a challenge. In October 2014, one of RtL's vehicles was carjacked. RtL also faced additional restrictions on approving multiple entry visas. For visas for more than three months, the South Sudanese authorities requested a copy of the expatriate staff contracts. This will add more restrictions to the presence of the expatriate staff in Juba.

• Personnel

The recruitment process for the Development, Outreach and Coordination Coordinator proceeded during the quarter. The screening interviews were conducted by Winrock headquarters and two Winrock International Room to Learn South Sudan FY 2015, Q1 Progress Report

candidates were shortlisted. The Project Director interviewed both candidates and decided that he wanted to revise the position description to focus on more strategic level of communications. The announcement was revised and was scheduled to be reposted in the upcoming quarter. RtL expects the Communications Outreach Manager to join RtL during the upcoming quarter. Plan International recruited one Emergency Preparedness Officer who will report the next quarter to the Wau office.

There were two resignations during this quarter. The Director of Education tendered his resignation in November 2014. The announcement for his replacement was made. Interviews, shortlisting and a final decision is expected to be made during the next quarter. In addition, the Teacher Development Specialist had to resign in October 2014. He was unable to return to South Sudan after traveling to Nigeria due to the Ebola outbreak. The announcement for this vacancy was made. Interviews and a final decision are to be made in the next quarter as well.

Winrock, Plan and FHI 360 continued recruitment of local staff during this reporting period. A new office administrator, IT officer, Accountant, Procurement officer were recruited during this quarter. RtL's Emergency Preparedness Manager also participated in the stage I of the STAR training in October 2014.

- **Changes in the Project**

There were no administrative changes to RtL of significance during the reporting period.

- **Cooperative Agreement Modifications and Amendments**

There were no modifications to the cooperative agreement during the reporting period. Other changes and approvals of note include:

- Final Approval For Seven-Month Work Plan: June 1-December 31, 2014 on October 3
- Approval for the activities and associated budget implemented by Winrock Sub-awardee-Souktel between the months of November 2013 and May 2014 on October 8
- Reporting to USAID of Theft and Loss of Activity Property on November 11
- Notification of Key Personnel Change AID-668-A-13-00002-RtL on November 19
- Gender and Social Inclusion Workshop Activity Approval on December 8
- Approval of Revised RtL Design of Marking on December 9
- Partial Approval of Performance Monitoring Plan on December 29
- Submission of AR016, Property Disposition for Agreement AID-668-A-13-00002– Room to South Sudan on December 31

Annex I: Schedule of Future Events

Date	Location	Activities
February 9-13, 2015	Juba	County team and enumerator training
February 23–March 27, 2015	RtL Cohort I Payams in Yei, Bagari, Wau, Magwi, Nimule and Kapoeta South Counties	The pilot community entry and baseline data collection
March 2015	Juba	Workshop to populate scope and sequence and literacy competencies guidelines in four national languages
March 2015	Juba	Juba Demonstration School community entry
March 2015	Juba or Yei	Orientation of Yei TTC core teacher educators